
*TESTING,
REFORM,
AND
REBELLION*

*H. DICKSON CORBETT
BRUCE L. WILSON*

Testing Reform And Rebellion

**Dickson Corbett, Bruce Wilson, Belinda
Williams**

Testing Reform And Rebellion:

Testing, Reform, and Rebellion H. Dickson Corbett, Bruce L. Wilson, 1991 This book represents one of the first extensive investigations of the effects of statewide testing policies on local school districts It focuses on the increasingly popular tool in education of promoting reform by comparison There is a prevailing assumption among policymakers and state education officials that they can pressure schools into action by comparing schools school districts and states on test performances However this pressure often pushes schools into taking the wrong actions The authors have detailed the local responses to statewide minimum competency testing programs in two states and conclude that these responses do not in any way resemble the kind of serious examination of purpose process and structure involving educators and education stakeholders that one would associate with the term reform They argue that the blame for this lack of progress lies not with educators misuse of tests nor necessarily with the tests themselves but with policymaker s misuse of testing as a tool for reform The authors hope is that this volume will contribute to the demise of a type of educational policy that blocks reform much more than stimulates it

The Unintended Consequences of High-Stakes Testing Gail M. Jones, Brett D. Jones, Tracy Hargrove, 2003-04-09 To better understand how high stakes accountability has influenced teaching and learning this book takes an in depth look at the myriad consequences that high stakes tests hold for students teachers administrators and the public By focusing on these tests and spending large amounts of time on test preparation and driving teachers to teach low level rote memorization schools are essentially wiping out non tested subjects such as science social studies physical education and the arts Although testing is promoted as a strategy for improving education for all research shows that testing has differential effects on students with special needs minority students students living in poverty and those for whom English is a second language The Unintended Consequences of High Stakes Testing unpacks the assumptions and philosophical foundations on which testing policies are based The authors arguments are grounded in extensive interviews and research Through an examination of research these authors show that high stakes testing promotes students dependence on extrinsic motivation at the cost of intrinsic motivation and the associated love of learning which has tangible impacts on their education and lives Features Examines how high stakes testing from the perspectives of teachers students and administrators Considers how testing impacts the curriculum including tested subjects such as reading writing and mathematics as well as non tested subjects such as science social studies physical education and the arts Documents how teachers and administrators engage in test preparation and discusses ethical and unethical test preparation practices Reviews the evolution of testing through history and how it impacts the curriculum Examines the differential effects of testing on students with special needs minority students students living in poverty and those for whom English is a second language

Measuring What Counts National Research Council, Mathematical Sciences Education Board, 1993-02-01 To achieve national goals for education we must measure the things that really count Measuring What Counts establishes crucial

research based connections between standards and assessment Arguing for a better balance between educational and measurement concerns in the development and use of mathematics assessment this book sets forth three principles related to content learning and equity that can form the basis for new assessments that support emerging national standards in mathematics education The Paradoxes of High Stakes Testing Michael Russell, George Madaus, Jennifer

Higgins, 2009-02-01 As a nation we spend more than 1 billion a year on federally mandated educational tests that 30 million students must take each year The country spends an additional 1 2 billion on test preparation materials designed to help students pass these tests While test mandates were put in place with good intentions increasingly educational leaders and policy makers are questioning these test based reform efforts Some question whether these programs are doing more harm than good Others call for the development of more and better tests Given the vast amount of resources our nation pours into testing is it time we pay closer attention to these testing programs Is it time we hold the testing industry and policy makers accountable for the tests they make and use Is it time we invest resources to develop new ways of testing our students The Paradoxes of High Stakes Testing explores these and other questions as it helps parents teachers educational leaders and policy makers better understand the complexities of educational policies that use tests as a lever for improving the quality of education The book explores how testing is used to enable teachers and schools to be more effective and improve student learning why testing is so ingrained in the American psyche and why policy makers rely on testing policies to reform our educational system what we can learn from a long history of test based reform efforts that have occurred over centuries and across continents what effects testing has on teaching and learning in our schools when it is used to solve political social or economic problems Most importantly the book describes several ways in which testing can be improved to provide more accurate and more useful measures of student learning Many of these improvements capitalize on technology to provide teachers with more detailed diagnostic information about student learning and measure skills that some leaders argue are essential for the 21st century work force Exploring what is within reach is critical because current testing policies are hindering these improvements Finally given that testing is and will continue to be an integral part of our educational system the book concludes that like other sectors of our society educational testing must be more closely monitored to ensure that high quality tests are used to measure student achievement and to minimize the negative effects that testing has on students schools and our society Given the opportunity our nation has to rethink and redesign its testing policies The Paradoxes of High Stakes Testing presents a clear strategy to maximize the positive effects of educational testing **Making Sense of**

Test-Based Accountability in Education Laura S. Hamilton, Brian M. Stecher, Stephen P. Klein, 2002-07-31 Test based accountability systems that attach high stakes to standardized test results have raised a number of issues on educational assessment and accountability Do these high stakes tests measure student achievement accurately How can policymakers and educators attach the right consequences to the results of these tests And what kinds of tradeoffs do these testing policies

introduce This book responds to the growing emphasis on high stakes testing and offers recommendations for more effective test based accountability systems *Talk Matters* Beatrice Schneller Fennimore,2000 In this compelling volume Beatrice Fennimore takes an original look at educational language the language used in educational contexts and conversation and the impact that it has on student outcomes In exploring this topic Fennimore addresses educational language in myriad contexts such as public schooling teacher education programs deficit terminology and labeling The result is a powerful volume that inspires our thinking and impels us to consider historical resistance to equality Seasoned with realistic examples suggested activities to enhance understanding and sample codes of ethics for respectful and democratic behavior in educational settings this book has much to offer anyone interested in achieving clarity in the language of public schooling and promoting equal educational opportunity **Writing Portfolios in the Classroom** Robert Calfee,Pamela Perfumo,2012-10-12 This volume presents chapters by researchers practitioners and policymakers who study the impact of classroom portfolios in the assessment of writing achievement by elementary and middle grade students The focus throughout the volume is on the tension between classroom assessment and externally mandated testing It presents the efforts of researchers practitioners and policymakers to understand the impact of classroom portfolios for the assessment of writing achievement by elementary and middle grade students Under the auspices of the Center for the Study of Writing the editors conducted a national survey of exemplary portfolio projects arranged for a series of video visits and held several working conferences The result of this work is a broad ranging tale the aspirations of teachers and administrators to move the machinery of schooling in the direction of more authentic and engaging tasks the puzzlement of students when they realize that the assignments are real and that the teacher may not have a right answer in mind and the tensions between ivory tower ideas and everyday classroom practice Divided into four sections this research volume provides a historical perspective develops the conceptual framework that serves as a background for many activities described throughout and discusses numerous practical issues that confront today s researchers and practitioners views the phenomenon of writing portfolios through a variety of broadview lenses such as teacher enthusiasm student reflection assessment tension the portfolio as metaphor and the locus of control conveys important conceptual issues with a balance toward pragmatics and offers unique insights from the perspective of one individual who serves as scholar researcher and teacher *Redesigning Accountability Systems for Education* Susan Fuhrman,Richard F. Elmore,2004-01-17 Now more than ever policymakers face a number of difficult and technical questions in the design and implementation of new accountability approaches This book gathers the emerging knowledge and lessons learned offered by leading scholars in the field *Assessment and Learning* John Gardner,2006 Assessment and Learning is a useful and inspiring book for everyone concerned with the field of assessment and provides a comprehensible overview of the contemporary developments in the field of educational assessment particularly assessment for learning Studies In Educational Evaluation Assessment for learning has come to play

a significant role in learning and teaching and the Assessment Reform Group has played a pivotal role in this change In Assessment and Learning past and present members of the group explore the implications of this change for practice policy and research in a way that is insightful accessible and challenging David Bartlett President The Association for Achievement and Improvement through Assessment AAIA The only book of its kind to provide a comprehensive overview of assessment used to support learning Assessment and Learning makes this area accessible and understandable for a wide range of users Rather than looking at assessment from a technical perspective this book links it to the context in which it is most important learning This new and unique text is a major source of practice based theory on assessment for learning a formative assessment approach to support individual development and motivate learners Key areas covered in the book include the practice of assessment for learning in the classroom and its power to enhance outcomes developing and maintaining motivation for learning drawing on the key messages from research the role of assessment for learning in teachers professional learning and classroom practice assessment and theories of learning using up to date research to consider the reliability and validity of assessment and to debunk some of the myths about the reliability of assessments external to the classroom assessment policies across the four countries of the UK and selected European countries with a commentary on the assessment context in the US The book is a hugely important output from the internationally known Assessment Reform Group ARG which is influential in the field of assessment and education policy and practice in the UK with related developments as far afield as Australia Hong Kong the US and Canada The group carries out research in order to reach policy makers in government and also works closely with teachers and local authority staff Assessment and Learning will prove a very valuable resource for a wide variety of people involved in teaching learning and assessment whether as practitioners researchers or policy makers

Proceedings of the Joint Conference on Standard Setting for Large-scale Assessments of the National Assessment Governing Board (NAGB) and the National Center for Education Statistics (NCES): Proceedings, 1995

Reforming Teaching Globally Maria Teresa Tatto, 2009-11-01 Originally Published in 2007 by Symposium Books This book seeks to raise the discussion of globalisation's effects on teacher education development and work and its reforms and institutions to a more theoretical and analytical level and to provide specific examples in the comparative tradition to illustrate teacher policy in the context of education systems widespread variability and complexity The contributors critically analyse current arrangements in teacher education development and work and highlight the forces that enter in this contested terrain the sources of conflict and convergence and the implication of these for teaching and learning and for indigenous forms of knowledge and knowledge construction in the globalisation era

Formation and Development for Catholic School Leaders: The principal as educational leader Maria J. Ciriello, 1998-04 Addresses seven competencies in leadership and nine in curriculum and instruction Includes more than 150 sources in the bibliography

Language, Culture, and Teaching Sonia Nieto, 2001-08 This book will explore how language culture are connected to

teaching learning and examine the sociocultural sociopolitical contexts of language culture to understand how these contexts affect student learning achievement

Web-Based Education Anil Aggarwal, 2003-01-01 A range of investigative problem solving articles pertaining to current developments in educational systems this collection draws from faculty experiences gained while implementing and utilizing a combination of telecommunications and web enabled technologies Addressing trends and issues and exploring the opportunities and problems confronting colleges and universities related to this relatively new practice the articles present numerous academic perspectives and provide concepts for effectively utilizing and managing web based education in a teaching environment Proving recognizable competition to traditional university education many public and private colleges and universities are facing the challenges and opportunities offered by this new technology based concept Discussing the successes and failures of the early adopters and including issues relating to peer to peer networks e course management and MIS needs this book attempts to move from questions concerning what to issues relating to how

Effort and Excellence in Urban Classrooms Dickson Corbett, Bruce Wilson, Belinda Williams, 2002 This timely volume reveals in great detail how educators closed the performance gap for low income students by linking expectations and results Drawing heavily on the words and experiences of students teachers and parents this book describes how students who traditionally had not succeeded academically in school began to do so Effort and Excellence in Urban Classrooms demonstrates just how this was done by including In depth descriptions of classrooms and schools where students began succeeding when educators assumed the responsibility for their success Data based discussion of teachers views on parental involvement in schools and parents views of teachers and schools actions on behalf of students Identification of the kinds of support that schools and districts must provide if educators are to be successful An unrelenting emphasis on how educators enabled students to be motivated and to produce high quality work At last a book that helps us see and feel what a no excuses approach to teaching is like in urban classrooms This close look at teachers and students in high poverty settings gives new meaning to all children can learn A must read for those who are serious about closing the achievement gap Michael S Knapp Center for the Study of Teaching Policy University of Washington

Institutional Analysis and Economic Policy Marc R. Tool, Paul Dale Bush, 2012-12-06 The purpose of this volume is to demonstrate how contemporary institutional economic analysis can be applied to the resolution of economic problems All of the essays in this book challenge the conventional wisdom in the problem areas addressed They advocate policy positions that often run contrary to views widely held by academic economists and policy makers alike The general literature of institutional economics is unorthodox beginning with its methodological foundations and continuing through the kind of policy analysis found in these pages The orthodox tradition in economics is commonly characterized as neoclassical economics Neoclassical economics fosters the myth that only the market can efficiently allocate a society's economic resources and equitably distribute its income It provides the intellectual defense for in which free markets are championed

over democratic capitalist ideology policy formation which it contends is neither efficient nor equitable For both professional economists and policy makers of a conservative political persuasion neoclassical economics writes the script for a morality play in which the market is the good guy and the government is the bad guy As such it undermines the belief that free societies can enhance economic welfare through the use of democratic processes in the formulation of economic policies

Handbook of School-Family Partnerships Sandra L. Christenson, Amy L. Reschly, 2010-06-10 Family and community involvement are increasingly touted as a means of improving both student and school level achievement This has led to an increase in policies initiatives and goals designed to address family involvement in schools Once recognized and implemented such family school partnerships can lead to the following benefits enhanced communication and coordination between parents and educators continuity in developmental goals and approaches across family and school contexts shared ownership and commitment to educational goals increased understanding of the complexities of children s situations and the pooling of family and school resources to find and implement quality solutions to shared goals Handbook of Research on Assessment Technologies, Methods, and Applications in Higher Education Schreiner, Christopher S., 2009-05-31 This research publication accommodates in depth studies that elucidate both the prospects and problems of learning assessment in higher education Provided by publisher *How Ottawa Spends, 1993-94* Susan D. Phillips, 1993 **Leaving Children Behind** Angela Valenzuela, 2005-01-01 Argues for a more valid and democratic approach to assessment and accountability

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